|  |  |  |  |
| --- | --- | --- | --- |
| **PRE-PLANNING: KNOW, SO, SHOWs** | **Learning Target(s)**  What will your students be able to do?  | **Relevant objectives** | |
| SWBAT **analyze the impact suburbanization on the movement of peoples in America.** | Describe the impact of the creation of the Interstate Highway System, such as the evolution of suburbia, increasing dependence on the automobile, movement of people and industry away from central cities, environment.  5.4.2.b Describe the impact of the creation of the interstate highway system, such as the evolution of suburbia, increasing dependence on the automobile and movement of people and industry away from the central cities. **(Suburbanization, Levittown, Interstate Highway System, economic impact of automobiles and roads)**  5.4.2.c Describe the economic boom of the 1950’s and the impact on American life, such as the G.I. Bill on the qualifications of workers, the increase of consumerism, increasing dependence on oil and the development of the leisure class. **(Consumerism, G.I. Bill, oil dependence, credit cards)**  5.4.2.d Describe the baby boom and its consequences on American society. **(Baby boom effects – economic, social, cultural)** | |
| **ASSESSMENT / UNDERSTANDING**: What will students say or do to show that they understand**.** | **Assessment Limits** | |
| Students will pretend they own a construction company and create an ad to convince people to move to the suburbs. |  | |
| **FOCUS QUESTION:** | **Materials Needed for TODAY** | |
|  | Paper, Pencils, tracking sheets warm-up sheets, | |
| **UNDERSTANDING:** What Questions can I ask to uncover student thinking? | **HOOK –** What will initially engage students in the lesson? | |
|  | * Write down two positives and two negatives for living in the city. | |
| **LESSON CYCLE: GO** | **OPENING. (20 min.)** | |
| * Write down two positives and two negatives for living in the city. * Review Refugees and Illegal Immigration | |
| **INTRODUCTION OF NEW MATERIAL. (30 min.)** | |
| Students will analyze images from the 1940s and 1950s. From these images we will work together to determine the causes of suburbanization. Students will analyze the GI Bill, Baby boom, interstate highway system, and the consumer culture of the 1950s. | |
|  | |
| **GUIDED PRACTICE. (20 min.)** | |
| Students will listen to a song called “little boxes”. Students will answer comprehension questions following the song and then analyze the problems of suburbanization that the song brings up. Students will also work in groups to answer the “push your thinking further” questions. | |
| **INDEPENDENT PRACTICE. (20 min.)** | |
| * Students will answer check for understanding questions on a separate sheet of paper. We will then go over these questions. * Students will pretend they own a construction company and create an ad to convince people to move to the suburbs. Students must include at least 1 push and 1 pull factors. | |
| **CLOSING. (1 mins)** | |
| Thanks for your hardwork today. | |
| **HOMEWORK: Prepare for your debate.** | |
| **REINFORCEMENT** |  | | |